

THE LD CONNECTION By: Dr. Denise M. Gudwin**Ten Big Principles of Instruction in Learning Disabilities:
How Do You Include These Principles in Your Classroom?**

1. **Instruction must be visible and explicit**; we cannot have “invisible” instruction. Our children need more than just guidance to help them in the learning process. Think of when you plan a vacation – do you want to know the exact flight information, arrival time, instructions on where to pick up your rental car, the name and address of the hotel, and directions to get there? Or would you rather wonder around the airport and then the city, exploring and coming up with the answers on your own? Chances are you would rather have explicit details and instruction on how to accomplish your tasks. Our children need the same thing.
2. **Interactive dialogue should be utilized** to facilitate reading and writing and include various levels of both reading and writing for your students, varying the topics, genres, and time frames.
3. **Collaboration** with General Education teachers and other Special Education teachers is critical. Develop professional learning communities within your school – share information with each other.
4. **Opportunities for students to “rehearse.”** Practice is only beneficial if it is done correctly... there is no benefit in practicing 25 math problems if they are being completed incorrectly. Student rehearsal is completed with modeling, guiding, and coaching available.
5. **Strategy cueing** – if one of our goals is to develop independent learners, we must provide students with the cueing system for strategies, and scaffold that instruction until they are able to use the strategy on their own.
6. **Ongoing progress monitoring** - what is the student learning and how does he/she learn?
7. **Student interest** must be maintained – as an adult, we do not *choose* to do something of which we have no interest... think of how to include the interests of our students.
8. **Opportunities to be included** in all areas of the curriculum; provide opportunities which increase successful experiences for students with learning disabilities.
9. **Set them up for Success**; find ways to increase student achievement, using appropriate accommodations for success. Use the baseball coach's concept of helping each individual player with what he/she needs help in, and working together as a team to achieve success.
10. **Accountability is our Friend**; being accountable will assist in student achievement as we ensure student success and use every teaching moment of our day to really teach.

“The greatest thing we can ever accomplish in this lifetime
is to have been a positive influence in the life of a child.”

Garre LaGrone

*Children Learn What They Live By Dorothy Law Nolte, Ph.D.
submitted by Magda D. Salazar*

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to feel shy.

If children live with jealousy, they learn to feel envy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn patience.

If children live with praise, they learn appreciation.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with recognition, they learn it is good to have a goal.

If children live with sharing, they learn generosity.

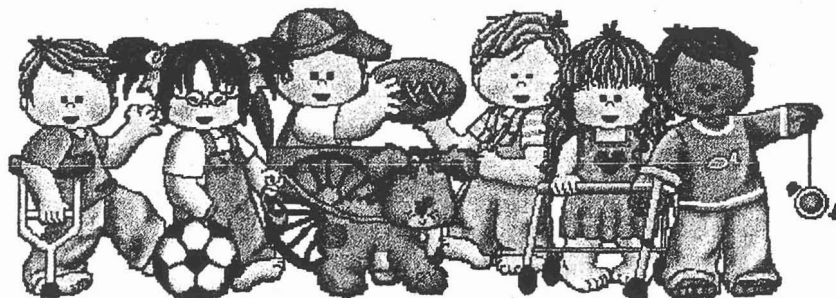
If children live with honesty, they learn truthfulness.

If children live with fairness, they learn justice.

If children live with kindness and consideration, they learn respect.

If children live with security, they learn to have faith in themselves and in those about them.

If children live with friendliness, they learn the world is a nice place in which to live.



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